

## SEND Policy

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<b>Review cycle</b>	1 year	<b>Signature</b>	<i>[Signature]</i>
<b>Date for review</b>	January 2025	<b>Author</b>	Director of SEND

The Respect Collaboration of Schools values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

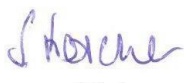

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings

Signed Chair of Governors

Signed Executive Head teacher

## **Responsibility for the co-ordination of SEND at Respect Collaboration of Schools:**

### **Respect Collaboration of Schools**

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### **School contacts:**

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### **Introduction**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996

- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

### **Context**

The Respect Collaboration of Schools are separate schools that share a governing board and Executive Headteacher. The RESPECT Collaboration of Schools is made up of Kingsmead School, Bridge Street School and Castle School all catering for secondary age pupils and Bridge Street has a primary Pupil Referral Unit. All schools provide education and support for young people with Social, Emotional and Mental Health difficulties (SEMH). The schools operate as an integrated provision. Students are placed based on their needs.

The Respect Collaboration of Schools is committed to never giving up on young people, our aim is to provide a nurturing environment in where children and young people feel welcome and understood, as schools we strive to ensure that all young people are successful and enthusiastic about life and learning. Through the work that the schools do, they believe in building tolerance and respect to all people.

All pupils placed in the Respect Collaboration of Schools are placed on the SEN register, along with those who have an Education, Health and Care Plan, as we believe then to warrant SEN Support. Every pupil needs support, a positive, sensitive approach and personalised programmes to allow them to achieve their full potential. Appendix 1 gives key definitions for Special Educational Needs. All staff at both

schools have a responsibility for students with SEND utilising their knowledge and skills to support and allow all pupils to develop.

### **Aims**

Every school is required to identify and address the SEND of the pupils that they support. The Respect Collaboration of Schools value the abilities and achievements of all pupils and are committed to providing the best possible environment for learning. We endeavour to make every effort to achieve maximum inclusion whilst meeting individual needs.

We recognise the entitlement of all SEND pupils to an appropriate balanced, curriculum. Our SEND policy reinforces the need for fully inclusive teaching.

### **Management of SEND within the Respect Collaboration of Schools**

The Executive Head Teacher and governing body have overall responsibility for Special Educational Needs. Key responsibilities can be found in appendix 2.

### **For effective SEND provision, all staff must be aware of:**

- The procedures to be followed for referral to other professionals
- The need for early identification – not just of Primary Area of Need
- Appropriate assessment procedures
- The responsibility that all teachers have in making provision for SEND pupils through consideration of inclusion strategies
- The commitment required by Teaching staff to follow procedures for reporting pupil progress
- The mechanisms that exist to allow staff access to information about SEND students
- the need to develop constructive relationships with parents and positive relationships with pupils
- the need to include pupil voice
- the need to review progress
- The Special Educational Needs and Disability Code of Practice: 0 -25 years 2015 guidance when carrying out these responsibilities

### **Admissions**

The school will ensure it meets its duties set under the 'School Admissions Code' by: Not refusing admission for a child that has named the school in their EHC plan.

Considering applications from parents of children who have SEND but do not have an EHC plan.

Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.

Not refusing admission for a child who does not have an EHC plan.

Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

## **Equalities**

The Respect Collaboration of Schools will not discriminate against any child or family, we believe that all young people should have the same opportunities where feasibly possible. 'We never give up!'

## **Internal School Processes**

All process relating to; Admissions, Referral, Allocating Resources and School Provision can be found in Appendix 3

## **Graduated Response**

In line with new Derby City legislation, all pupils on the school's SEN register should have a Graduate Response file.

The purpose of this approach is to gather information about a pupil's needs that will support assessment and planning.

The majority of pupils with SEND will not need an Education, Health and Care Plan but in order to determine whether it is appropriate to carry out an EHCP assessment the LA will want to see evidence that the school has followed an Assess, Plan, Do Review cycle in line with the SEND Code of Practice.

## **Involving pupils and parents or carers in decision-making**

**We advocate that all young people and their parent or carers have the right to be involved in exercising choice and decision making.**

Parents of pupils with SEND are encouraged to share their knowledge of their child; the class teacher and SENDCO will aim to give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be formally notified when the school is making decisions about a pupil's SEND provision. Decision on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway. The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

Focus on the pupil as an individual, not allowing their SEND to become a label.

Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.

Highlight the pupil's strengths and capabilities.

Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.

Tailor support to the needs of the individual. Organise assessments to minimise demands on families.

Bring together relevant professionals to discuss and agree together the overall approach.

At the Respect Collaboration of Schools, key staff, will meet with pupils, and their parents three times an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities

### **Links with other services**

The schools within RESPECT have developed their own therapeutic provisions and staff can commission specialist therapeutic services offering drama and art therapy, which is supported by school health. Some of our young people with the most complex emotional needs find this provision extremely beneficial.

The schools within RESPECT have specialist access to an educational psychology service and the staff team work closely with Derby City health professionals to assist parents and carers when referrals are made.

The schools maintain effective working links with:

- Therapeutic services
- Specialist Teaching and Psychology Service STePS □ Speech and Language Therapy Service □ Other Children and Young People's Services
- Connexions
- Community Health Services
- Family Support, Enhanced Family Support and Safeguarding
- SENDIASS

Derby City Council's Local Offer webpage is a good source of support and information about local services and agencies available to families

[www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

The School's website also provides information on SEND and how the school supports students and parents. <https://respectschools.co.uk/> where there is a link to each school.

### **Complaints**

We encourage all stakeholders to speak to an appropriate person in school before making a complaint. All complaints relating to SEND will be dealt through the Complaints Policy, which can be found on the schools website.

### **Evaluating the SEND Policy**

The Governing Body will regularly monitor the progress of all students in terms of progress and attendance. For these purposes the information will be presented separately for 'each school within RESPECT

Student progress will provide evidence for the success of the SEND Policy and this will be analysed carefully through:

- Consideration of each student's success in meeting academic and Social emotional goals.
- Ongoing assessment by teachers
- Use of standardised tests
- Evidence generated from review meetings

### **Emergency / Early Reviews**

- If there is concern about the progress of your child, you or the educational setting may request the review earlier than planned, outside the normal 12-month period. This is called an early annual review,

sometimes referred to as 'emergency' review. A parent or carer can ask for an early EHC Plan review if: your child's education, health and, or social care needs have changed and the EHC plan no longer accurately describes them or the education, health or social care provision in the EHC plan is no longer meeting your child's needs.

- It is always useful to speak with the school contact about your concerns first before requesting an emergency review.
- A parent or carer can contact the EHCP officer at the Derby City SEND team or contact the team directly on 01332 643616 email [SENDadmin@derby.gov.uk](mailto:SENDadmin@derby.gov.uk)

## **Appendix 1**

### **Definitions of special education needs taken from section 20 of the Children and Families Act 2014.**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

#### **A student has learning difficulties if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for students of the same age in other schools within the Local Authority

#### **Special education provision means:**

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. The Resect Collaboration of schools will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

#### **Special educational needs could mean that a child has difficulties in:**

- Communication and Interaction - in expressing themselves or understanding what others are saying
- Cognition and Learning - in acquiring basic skills in school
- Social, Emotional and Mental Health - making friends or relating to adults or behaving properly in school
- Sensory and/or Physical - such as hearing or visual impairment, which might affect them in school or medical or health condition which may slow down a child's progress and/or involves treatment that affects his or her education.
- Independence

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.



## Appendix 2

The School and its Stakeholders will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for each school.

### Responsibilities of the Head Teachers

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Liaise with the Special Services Section of the LA through input into the SEN panel each week.

### Responsibilities of the Governing Body

- Governors will monitor the SEND provision in the school by receiving a yearly report and data on the school's SEND activities and developments and on SEND student progress.
- Governors will have the opportunity to come in to school to monitor outcomes and activities.
- Governors will have the opportunity to attend training for SEND.
- An identified SEND governor will liaise directly with appropriate staff and have the opportunity to support and monitor SEND within the school closely.
- The SEND governor will provide a report to the governing body every term, reporting on progress in SEND and summarising key issues which governors need to be made aware of.
- Ensure that the schools Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face

### Responsibility of staff that lead SEND

- Ensure the Code of Practice: 0 to 25 years – 2014 is adhered to within the school
- Support designated staff to complete paperwork, manage reviews, support staff, students and parents
- Liaise with appropriate professionals to provide support and offer appropriate interventions for students
- Provide data on progress for SEND students within the school
- Support staff to identify needs and to provide a supportive package
- Monitor and review Individual education Plans, EHCPs and Annual reviews □  
The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.
- Report to Head Teacher, Governors, SLT and other staff on SEND progress

- Support the development of appropriate training for staff across the school
- **Responsibilities of Deputy Heads and other identified staff**
- managing all staff responsibilities for SEND within each school
- ensuring all staff on the base are aware of students' needs
- managing records on all students
- completion of SEND paperwork
- management of Annual Reviews and correspondence with outside agencies
- management of day to day delivery of SEN policy
- management of staff completing and reviewing Personal Learning Plans
- liaison with other staff in the school who provide support and interventions
- management of liaison with parents and professionals involved in individual student needs
- liaison and reporting to Director of SEND

### **Responsibilities of the DSL**

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

### **Responsibilities of Subject Leaders/teachers and other staff delivering to students**

- provide high quality teaching to all students
- ensure that a wide variety of learning opportunities are provided through well planned lessons
- be aware of SEND Code of Practice 2015
- ensure all students have access to curriculum
- ensure appropriate plans are in place e.g. Individual education plans IEP
- ensure student and parents are considered and included in planning and review process
- complete necessary paperwork to support Base Deputy and Assistant Head
- ensure they have completed training provided by the school

## **Responsibilities of Learning and Pastoral Support assistants (LPSAs) and Teaching Assistants (TA)**

LPSAs/TAs play a major role in the support of students with SEND. LPSAs/TAs provide a key worker role to individual students. They work closely with students and parents and play a vital role in identifying, supporting and reviewing students with SEN.

- LPSAs/TAs need to be aware of all the students in their base or they work with needs and whether they have an EHCP or Statement
- LPSAs/TAs need to liaise with teachers and Base Deputy when completing and feeding into Personal Learning Plans

## **Appendix 3**

### **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need (including challenging behaviour). In line with the Equality Act 2010 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. All students receiving all or part of their education in the school will have SEND Support and are undergoing assessment for an Education Health and Care Plan or already have a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP).

Students with an Education Health and Care Plan (EHCP) will be transferred to the roll of the Kingsmead School roll through agreed processes.

All pupils at KS2 Bridge Street have received a Permanent Exclusion or are at risk of permanent exclusion. Some will arrive with an EHCP others might be identified as needing statutory assessment to clearly define needs and ongoing support. It is at this time that the LA will ask parents/carers for their preference of next educational setting.

Students may also be on roll who are being assessed prior to receiving an EHCP

### **Referrals**

- Referrals to Kingsmead and Castle Schools are made where pupils with an EHCP are directed through the Initial Placement Panel of the LA's Special Services section.
- Referrals should not be sent to KS2 Bridge Street and would only ever be consider in exceptional circumstances
- Where capacity allows and there is a specific need monitoring places are considered and offered for Year 6 pupils who are vulnerable at secondary transfer. This is in full agreement with the LA, parents and the LA admissions team and parental preference takes priority.

### **Transitions**

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

### **Allocation of Resources**

The Governing Body and Senior Leadership Team ensures that resources are allocated to support appropriate provision for all students, within budget constraints.

### **Identification of Needs**

Early identification of student needs is a priority. The School will ascertain student progress through:

- Pupil records and previous information about educational history
- Evidence obtained by teacher observation and assessment
- Standardised screening or assessment tools

- Students are assessed on entry to the school. Assessments include literacy/numeracy; individual risk assessment; functional behaviour assessments; adolescent well-being via school nurse where appropriate.
- Where necessary specialised assessment will be used to identify specific needs – these will be to help identify a range of needs i.e. literacy, phonological processing, speech and communication difficulties, mental health needs etc.

### **School Provision**

On entry to the school, each student's attainment will be assessed. This will help to inform the school staff of each young person's aptitudes, abilities and attainments, and will be used to improve continuity in learning. This information will help school staff to design appropriate differentiated learning programmes. It will:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class or group
- Assess learning difficulties
- Ensure on-going observations / assessments provide regular feedback on achievements / experiences, for planning next steps in learning □ Involve parents and carers in a joint home-school learning approach.

## **Appendix 4**

### **The Code of Practice Graduated Response Targeted SEND Support and Support for Students with an Education Health and Care Plan EHCP**

The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning. The support provided consists of a four part process.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables identification of those interventions which are most effective in supporting the student to achieve good levels of progress and outcomes.

#### **Assess**

This involves clearly analysing the student's need using staff's assessment and experience of working with the young person, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents.

#### **Plan**

Planning will involve consultation between the teacher, LPSA, SENCOs and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of a Target Planning and Reviewing document or Learning Plan which will be shared with staff, parents and the student.

#### **Do**

The class teacher and LPSA remain responsible for working with the student on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with LPSAs to plan and assess the impact of support and interventions and ensure links with classroom teaching. The school SENCO will support with further assessment of the pupils strengths and weaknesses.

#### **Review**

Reviews of a student's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the student and their parents. The class teacher, in conjunction with the LPSA and Deputy Head or School Deputy will revise the support outcomes and based upon the student's progress and development make any necessary amendments going forward, in consultation with parents and young person.

## **Referral for an Education, Health and Care Plan EHCP**

An Education, Health and Care Needs Assessment may be requested by school, parent, health or social care.

The application for an EHCP information from a variety of sources including:

- Parents
- Teachers and LPSAs/TAs/HLTAs
- Deputy Head assuming the role of SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision made by the Education, Health, Care Panel.

Further information about EHCPs can be found via the Derby City Website:

<http://www.derby.gov.uk/education-and-learning/special-educational-needsassessment/>

## **Education, Health and Care Plans EHCP**

- Following statutory assessment, an EHCP may be provided by Derby City Council, if it is decided the pupil's needs are not being met by the support that is ordinarily available. The school and the pupils parents will be involved developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHCP.
- Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professional's external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

## **Reviews of Education Health and Care Plans**

EHCP's must be reviewed annually. The SENCO administrator informs provision coordinators/School deputies of when reviews are due, responsible staff organise these reviews and invites:

- The student's parent and the student if appropriate
- The relevant teachers/LPSA
- A representative of the LA Inclusion and Assessment Team and any other person the LA considers appropriate such as SEND officer

The aim of the review will be to:

- Assess the student's progress in relation to the Learning Programme targets

- Review the provision made for the student in the context of levels of attainment in basic Literacy / Numeracy and Life Skills
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it □  
Set new targets for the coming year or a phase transfer for Year 6 pupils.

Year 9 reviews are significant in preparing for the student's transition to employment, or further education or work based training. A transition plan is completed at the review meeting or at a follow up meeting. Beyond Y9 the transition plan will be reviewed and will involve the Connexions Service. The Connexions Service will work with the school staff to ensure Section 140 documentation is completed as agreed within the School / Connexions Service Level Agreement.

With due regard for the time limits set out in the Code, the chair of the meeting will complete the documentation at the Annual Review meeting and send it, with any supporting documentation to the Inclusion and Assessment Team, who will decide whether to maintain, amend, or cease an EHCP.